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ABSTRACT

This internship study was designed to relate all Model Training Project (MTP) student responses, as well as responses from the 1972-3 non-MTP (Faculty of Educational Development) Research Associates on a fifty-item internship questionnaire. Coursework completed prior to internship experience improved the competence of interns. Generally, adequate information from which to choose an internship position was not available for the majority of interns. The majority of MTP and non-MTP interns felt their internship experiences were positively correlated to their interests. Few interns were exploited during internship experiences. The majority of interns from both populations felt: (1) supervisors usually provided sufficient explanation of duties and were available when needed, (2) they were able to discuss internship related problems with their direct supervisors, and (3) that the work they completed was of benefit to their supervisors. The majority of MTP and non-MTP interns felt they gained practical knowledge from their internship that will be useful in relation to their career goals, and that the internship experience was the most beneficial aspect of their program of study. MTP interns may have been engaged in more activities that they perceived as being valuable than non-MTP interns. There should be more than one alternative from which to choose an internship position. Internships should be located equally on and off campus. The majority of interns felt at least one internship experience should be required of each Educational Development student. (Author/MV)

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PROGRAM TO OPERATIONALIZE A NEW TRAINING PATTERN FOR TRAINING EVALUATION PERSONNEL IN EDUCATION

Final Report
Project Number 09039
Grant No. OEG-0-71-1051

Part F - Report on Design and Evaluation of Internship Experiences

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SUMMARY

This internship study was designed to relate all MTP student responses, as well as responses from the 1972-3 non-MTP (Faculty of Educational Development) Research Associates on a fifty item internship questionnaire.

Some of the major findings and implications are listed below under the major heading of: Preparation of Internship(s), Choice of Internship(s), Nature of Internship(s), and Ideal Internship(s).

Preparation for Internship(s)

Coursework completed prior to internship experience improved the competence of interns.

Choice of Internship(s)

Generally, adequate information from which to choose an internship position was not available for the majority of interns.

Nature of Internship(s)

The majority of MTP and non-MTP interns felt their internship experiences were positively correlated to their interests.

Few interns were exploited during internship experiences.

The majority of interns from both populations felt: 1) supervisors usually provided sufficient explanation of duties and were available when needed, 2) they were able to discuss internship related problems with their direct supervisors, 3) that the work they completed was of benefit to their supervisors.

The majority of MTP and non-MTP interns felt: 1) they gained practical knowledge from their internship that will be useful in relation to their career goals, 2) that the internship experience was the most beneficial aspect of their program of study.

MTP interns may have been engaged in more activities that they perceived as being valuable than non-MTP interns.

Ideal Internship(s)

There should be more than one alternative from which to choose an internship position.

Internships should be located equally on and off campus.

The majority of interns felt at least one internship experience should be required of each Educational Development student.

Findings from this internship study enabled several recommendations to be made concerning the O.S.U. Faculty of Educational Development and its future involvement in organizing internships.

PURPOSE

Consortium-based internships within the Model Training Project were to be operationally tested over a three-year period beginning in January of 1971. During the project's two years of operation, full testing of the consortium-based internship component did not occur. However, if one chooses to think of the internship as Sibley (1963) thought of the apprenticeship, ie., "learning by working under the personal direction of a mature professional person", each MTP student did participate in an OSU-based internship.

Since the majority of on-the-job student training took place within the OSU Evaluation Center where MTP students worked under the direct supervision of staff members in a mutual effort to develop an evaluation training model, the purpose of this report is to describe these internship experiences in light of the following variables:

I. Preparation for internships
   - A. Completed coursework that heightened internship competence
   - B. Coursework that could have potentially heightened internship productivity

II. Choice of internship(s)
   - A. Method of choosing internships
   - B. Availability of information concerning internship positions
   - C. Occurrence of intern-outcome internship descriptions
   - D. Number of positions from which choice was usually made
   - E. Conditions under which non-paying positions would be acceptable

III. Nature of internship(s)
   - A. Correlation to interests
   - B. Emphasis of internship activities (RDD or E)

C. Percentage of work since internship involvement related to the RDD or E thrust of internship activities
D. Percentage of on-job internship time spent on specific internship tasks
E. Extent of exploitation
F. Supervisor-explanation of duties
G. Supervisor availability
H. Freedom to discuss internship problems with supervisor
I. Supervisor benefit
J. Duplication of course-content areas between and among internship experiences
K. Practical knowledge/skills gained
L. Beneficiality in light of total program of studies
M. Frequency in which specific internship activities occurred
N. Valuable experienced activities
O. Potentially valuable non-experienced activities

IV. Ideal internships
A. Range of alternative internship positions
B. Arrangement/amount of internship involvement during program of studies
C. Timing of first internship experience
D. Locations of internship positions
E. Internship mandate

This study was not intended to show causes, reject hypotheses, nor solve problems. Exploration of the outlined variables enables discussion relative to the past and future, and relative to realistic and ideal perspectives.

RELATED LITERATURE

Why Internships?

Some recent papers supply rationale concerning the potential of internships; therefore, answers to the question "Why Internships?" could be:

1. "To lessen the gap between theory and practice." (Ryerson, 1967)

2. "To broaden and deepen the effect that comes from increasing the number and variety of experiences in a situation more closely resembling that in which the student will find himself after completing his professional preparation." (Model Training Project Internship Guidelines, 1972)

3. Because of "its uniqueness as a mode of learning. . .the contact it provides the student with professionals in professional settings." (Model Training Project Internship Guidelines, 1982)

4. "To provide opportunity for each intern to intellectually formulate self-regulating personal and professional decisions in a true. . .environment as opposed to the traditional pseudo-situation." (Ryerson, 1967)

5. Because it "assures the student an opportunity to see the interrelatedness of activities and to view the informal structure that is a major part of any professional organization." (Model Training Project Internship Guidelines, 1972)

6. "To provide options for students to be exposed to and develop a service-learning life style." (Corey, 1972)

7. Because "every internship may reflect the unique learning needs, styles, and interests of students." (Model Training Project Internship Guidelines, 1972)

8. "To increase university and college student involvement with public needs and opportunities." (Corey, 1972)

9. "To increase the utilization of off-campus learning environments." (Corey, 1972)

Internships-How?

Suggestions and recommendations concerning how internships should be structured, managed, and monitored can be found in the work of Worthen and Roaden (1971). Although they studied research assistants involved in research (rather than development and/or evaluation) activities, it is assumed here that their recommendations (if the phrase "research and/or development, evaluation" is substituted for the word "research") could be generalized to research associates like those used in this internship study, who were involved mostly in development and evaluation activities. On the basis of the findings Worthen and Roaden recommend:

1. "Do make certain that assisting in the conduct of research is the primary activity of the research assistant."
2. Do involve the research assistant in every conceptual aspect of the research process, helping him to function as much like a full-fledged researcher as possible.
3. Do teach and encourage the assistant in the use of the computer and related data-processing equipment.
4. Do provide opportunities for the assistant to construct research instruments and to interpret data collected with these instruments.
5. Do involve the assistant in the use of as many statistical techniques as possible, making certain that he understands both the situations in which the techniques are appropriate and the manner in which they should be applied.
6. Don't use the assistant to perform secretarial tasks.
7. Do make certain the environment in which the assistant works is hospitable, both philosophically and physically, to the conduct of research activities.

8. Do make certain that research projects to which assistants are assigned are conducted in such a way as to maximize the probability that they will be 'well designed, well analyzed, and accurately reported.'

9. Do provide the assistant with sufficient orientation to his duties.

10. Do teach the assistant as many useful research techniques as possible.

11. Don't allow slipshod supervision of the assistant; provide supervision adequate to his needs.

12. Do communicate to the assistant as positive an evaluation of his competence as is warranted.

13. Do provide the assistant with as many opportunities as possible to interact in varied professional capacities with senior researchers.

14. Don't assign the assistant to one specific research project outside of a research bureau, laboratory, or center unless you can be certain that good training opportunities of the type implicit in the "dos" in this list exist.

15. Research assistantship experiences should be required in all educational research training programs.

16. Academic credit should be granted for research assistantship experiences.

17. Formal structures should be developed for coordinating and monitoring research assistantships within an institution.

18. Models for collaboration between research training institutions and other research institutions should be developed for providing assistantship experiences."

Results of their study suggest that:

1. One experience variable, ie. "did typing, filing, answering phone" and the perception of inadequate supervision are negatively related to subsequent research productivity.

2. Hours per week spent on assistantship and tenure of the research assistantship don't discriminate between productive and non-productive groups.

Suggestions from other sources include:

1. "Every candidate for an advanced degree in a scientific discipline ought to serve an apprenticeship in research, beginning as soon as he has completed a necessary modicum of formal study of methods." (Sibley, 1963, quoted by Worthen and Roaden, 1971)

2. "It might be possible for students to be placed for short periods of time in different settings with the notion of providing a wide range of experience." (Bargar, et.al, 1970)

3. Requiring that a) "there be a task whose meaning is clear to the student, b) the student receives in his placement careful support from his educational institution, and c) reciprocal learning among the student and his work director be assumed." (Corey, 1972)

4. "The development of professional personnel in educational research belongs to the academic community as a whole not exclusively to the graduate institutions of education." (Millikan, 1967)

5. "Procedures for monitoring and evaluating the internship and intern performance should insure that a) the student is performing tasks that meet his expectations, b) the agency is benefiting from the experience, c) the problem areas of the internship are identified to help in shaping future internship experiences." (1972 Model Training Project Internship Guidelines)

METHODOLOGY

This section describes the general methods and procedures used in this internship study relative to population, instrument development, data collection, and data analysis.

Population

Data was collected from two populations: 1) Model Training Project (MTP) students enrolled in The Ohio State University Graduate Faculty of Educational Development from March 1971 to June 1973, and 2) Non-MTP Research Associates enrolled in the Faculty of Educational Development during the 1972-73 calendar year.

Comparisons between these two groups were feasible because both populations 1) experienced at least one internship, 2) were relatively the same in number, 3) were involved in graduate coursework in the Educational Development Faculty, 4) received pay for their participation in on-the-job learning experiences, and 5) were enrolled in coursework at Ohio State University at approximately the same time.

Instrument Development

The questionnaire used to collect data was based on: 1) previous items developed by Worthen and Roaden, Bargar, and Ohio State University students; 2) questions raised in relevant literature (Worthen and Roaden, Bargar et al., Gordon, Corey, Millikan, Hopkins, Ryerson); and 3) perceived information needs regarding the reinitiation of a research related internship program at O.S.U.

Content and technical revisions of the instrument were made following a pre-test involving five members from each population. Item revisions were based on pre-test participant input in which the following criteria were applied to each item:

1. Item likely to be answered in the same way by individuals with opposite attitudes, or by no one (ie. impossible to answer).
2. Item seems subject to varying interpretations.
3. Item obviously irrelevant to obtaining information regarding this study.

A copy of the final questionnaire appears in Appendix A, and the accompanying cover letter is included in Appendix B. To increase the response rate, previously demonstrated successful techniques (Worthen, and Brzezinski, 1972) were used: 1) typed cover letters including a personal appeal to respond, 2) inclusion of stamped return envelopes, and 3) follow-up letters with another questionnaire enclosed.

Data Collection

On April 12, 1973, a questionnaire, cover letter, and stamped self-addressed return envelope was mailed to each of the thirty-three MTP students and thirty-four Non-MTP Educational Development Research Associates. The first follow-up packets were mailed to non-respondents on April 27, 1973. On May 3, 1973, in a telephone follow-up, non-respondents were asked to choose one of the following options: 1) answering the questionnaire items over the phone, 2) responding to one of the previously mailed questionnaires, or 3) promising to complete and return a third copy that would be mailed to them. On May 10 1973, additional responses were again solicited via telephone. May 17, 1973 was established as the deadline data for accepting questionnaires for

for analysis. Figure 1 shows the overall response rate by week for each population. 91% of the MTP's and 93% of the Non-MTP R.A.'s responded to the questionnaire.

Data Analysis

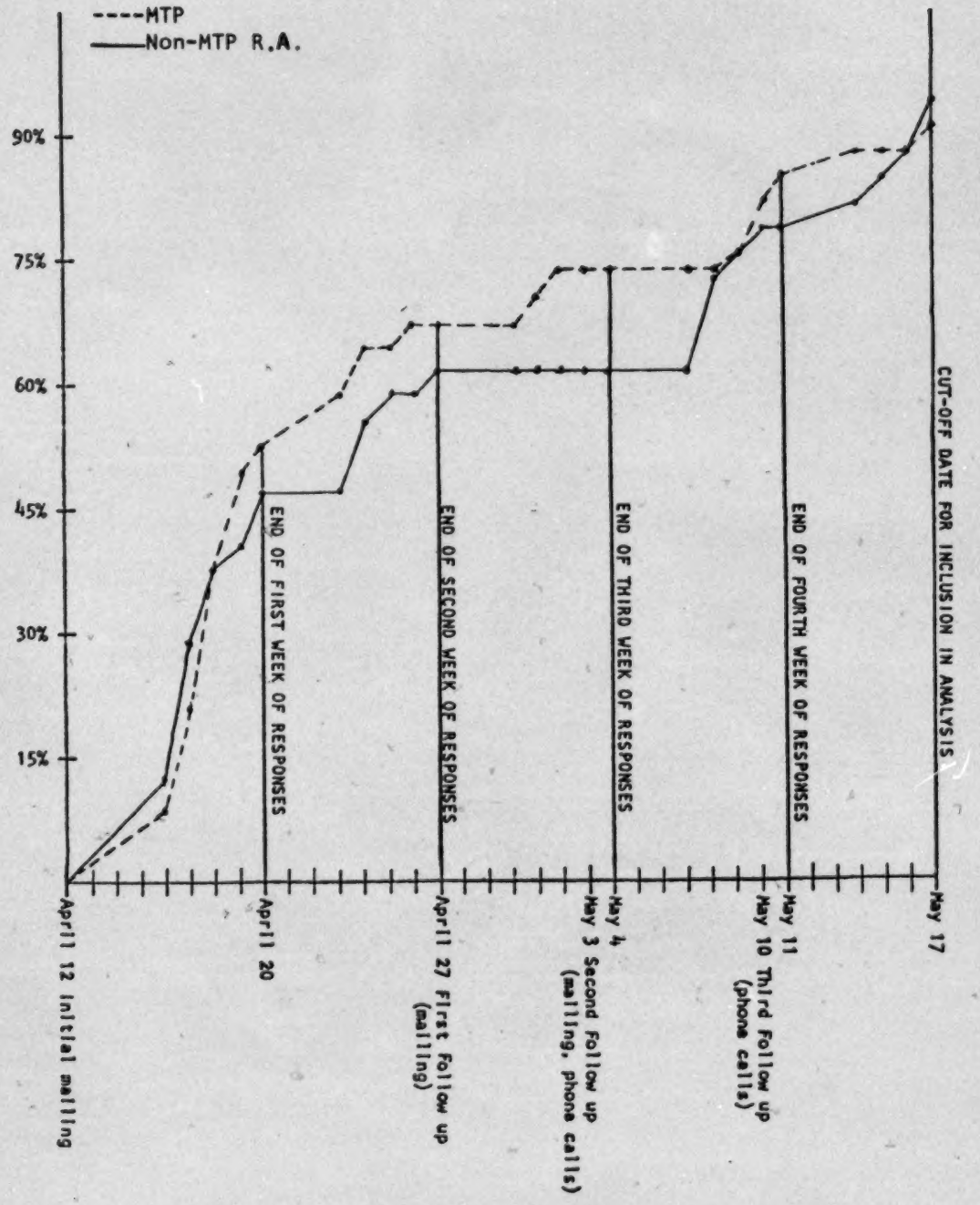
The computer program PSTAT-CROSSTABS was used to breakdown the analysis by group (MTP and Non-MTP) and by total population. The frequency count and percentage of responses was provided for each option per item. Most questions were structured for easy coding. Categories for open-ended questions were developed and based upon the responses of 75% of the returned questionnaires. The open-ended questions were 2b, 7, 10, 11, 12b, 44, 45, 47, and 48.

The matrix of activities included in the section of questions concerning the nature of internship(s) (#20-45) was coded according to the frequency of an activity's occurrence as well as intern-perceived value of the activity. Percentages were tabulated for those activities that were 1) completed often, sometimes, seldom or never and perceived valuable and 2) completed often, sometimes, seldom or never and perceived not to be valuable by the respondents.

The percentage of respondents in each group who felt each activity to be valuable was calculated for the twenty-four activities listed. The frequency of each activity's occurrence was calculated for each group by adding the responses completed sometimes and often. Two pearson-product moment correlations were calculated using the CPS computer library program CORREQ. The value and frequency of occurrence for each activity was compared to determine whether MTP or Non-MTP interns were involved in more activities during their internships that they perceived as being valuable.

FIGURE 1

Cumulative Percentage of Response For
MTP and Non-MTP Research Associates



ANALYSIS

Respondent Characteristics

Analysis of the Internship Questionnaire was based upon the responses from thirty-one Model Training Project participants and thirty-two Educational Development Graduate Research Associates who were not participants in the Model Training Project (non-MTP). The two populations were found to be similar in terms of the number of respondents in each group, the year they enrolled in the Faculty of Educational Development, and the average number of internships experienced.

Questionnaire Analysis

The questionnaire's analysis was based upon the MTP and non-MTP responses to questions concerning:

I. Preparation for Internship(s)
II. Choice of Internship(s)
III. Nature of Internship(s)
IV. Ideal Internship(s)

The responses to questions relating to the above categories will be presented in the same order as the variables were sequenced in the Questionnaire. Due to a few interns' lack of response to various questions, the total percentage for each population does not always equal 100 percent.

I. PREPARATION FOR INTERNSHIP

Completed Coursework That Heightened Internship Competence.

Internship data was obtained to determine whether coursework completed

prior to internships improved competency in completing internship tasks. Table I shows that 71% (N=22) of the MTP respondents and 81.3% (N=26) of the non-MTP respondents indicated completion of coursework prior to their internship experience that enabled them to perform internship tasks with heightened competence.

TABLE I
Did you complete any coursework prior to your internships that enabled you to perform your internship tasks with heightened competence?

	Yes		No		Not Applicable	
	%	f	%	f	%	f
MTP	71.0	22	19.4	6	9.7	3
Non-MTP	81.3	26	15.6	5	0.0	0

Coursework That Could Have Potentially Heightened Internship Productivity. As shown in Table 2, less than half of the respondents in both groups indicated they know of coursework that if completed prior to internships could have potentially heightened their internship productivity. Areas of coursework that were specified by both MTP and non-MTP respondents as potentially increasing internship productivity included: Survey Research, Statistics and Measurement, Administrative or Project Management, Curriculum or Instructional Theories, and Computer Programming.

TABLE 2
Do you know of coursework that, if completed prior to internships, would have potentially heightened your internship productivity?

	Yes		No	
	%	f	%	f
MTP	41.9	13	54.8	17
Non-MTP	43.8	14	46.9	15

II. CHOICE OF INTERNSHIP(S)

The variables studied in this category included 1) method of choosing internship, 2) availability of information concerning internship positions, 3) occurrence of intern-outcome internship descriptions, 4) number of alternatives available for internship choice and 5) conditions whereby non-paying internship positions would be accepted.

Method of Choosing Internship. Results contained in Table 3 reveal that a greater percentage of Non-MTP students (40.6%, N=13) found their internships independently of Educational Development Programs than MTP participants (9.7%, N=3). The majority of the MTP respondents chose their internships based upon the advise of a professor, advisor or project personnel (51.6%, N=16), or were assigned to internships by professors, advisor, or project personnel (29.0%, N=9). In comparison, only 6.3% (N=2) of the Non-MTP students were assigned to internships while 40.6% (N=13) choose internships based upon the advise of professor, advisor or project personnel.

TABLE 3
How did you choose your internships?

	MTP		Non-MTP	
	%	f	%	f
1. Advise of professor/advisor/project personnel	51.6	16	40.6	13
2. Assigned by professor/advisor/ project personnel	29.0	9	6.3	2
3. Advise of acquaintance knowledgeable of internship	9.7	3	12.5	4
4. Found independently of Educational Development program	9.7	3	40.6	13

Availability of Information Concerning Internship Positions.

The results presented in Table 4 reveal that 59.4% (N=19) of the Non-MTP respondents as compared to 29% (N=9) of the MTP participants felt there was not enough information available concerning possible internship positions.

TABLE 4
Was enough information available concerning possible internship positions?

	Always		Often		Sometimes		Seldom		Never	
	%	f	%	f	%	f	%	f	%	f
MTP	9.7	3	25.8	8	32.3	10	16.1	5	12.9	4
Non-MTP	6.3	2	6.3	2	25.0	8	43.8	14	15.6	5

Occurrence of Intern-Outcome Internship Descriptions. Internships were described in terms of intended intern-outcomes (such as attainment of certain skills and knowledge gained in specific subject areas more

frequently for MTP participants than for the Non-MTP's as indicated in Table 5.

TABLE 5
Were internships described in terms of intended intern-outcomes?

	Always		Often		Sometimes		Seldom		Never	
	%	f	%	f	%	f	%	f	%	f
MTP	9.7	3	22.6	7	16.1	5	29.0	9	19.4	6
Non-MTP	6.3	2	12.5	4	18.8	6	31.3	10	25.0	8

Number of Alternatives Available for Internship Choice. Over fifty percent of the MTP and the Non-MTP participants had only one alternative from which to choose an internship position. The data in Table 6 indicates 58.1% (N=18) of the MTP respondents and 65.6% (N=21) of the Non-MTP respondents had one alternative from which to choose, while 35.5% (N=11) of the MTP and 31.3% (N=10) of the Non-MTP chose from two to four alternatives.

TABLE 6
From what number of internships did you usually choose?

Alternative(s)	MTP		Non-MTP	
	%	f	%	f
1	58.1	18	65.6	21
2-4	35.5	11	31.3	10
5-7	3.2	1	0.0	0
8-10	0.0	0	0.0	0

Conditions for Accepting Non-Paying Internships. The results in Table 7 depict conditions whereby the respondents would accept an internship position without pay. Twenty-five percent (25%, N=8) of the MTP participants and 34% (N=11) of the Non-MTP participants indicated they would not accept a position without pay under any conditions. On the other hand, 41.9% (N=13) of the MTP and 21.9% (N=7) of the Non-MTP respondents indicated they would accept a non-paying position if they might learn or enhance specific skills. Other conditions in addition to the options listed included: depends on economic situation at time, and learning skills with university credit offered.

TABLE 7
Under what conditions would you accept an internship position without pay?

Conditions	MTP		Non-MTP	
	%	f	%	f
Under no conditions	25.8	8	34.4	11
Learn or enhance skills	41.9	13	21.9	7
If my services were needed	0.0	0	3.1	1
If university credit was offered	9.7	3	15.6	5
Under most conditions	6.3	2	3.1	1
Other	12.9	4	15.6	5

III. NATURE OF INTERNSHIP(S)

Correlation of Internship to Interns Interest. Information was collected concerning the nature of internships to determine if MTP

and Non-MTP interns were satisfied with their internships. Seventy-two percent (71.9%, N=23) of the Non-MTP and 67.7% (N=21) of the MTP respondents felt that their internship experiences were positively correlated to their interests. Only 3.1% (N=1) of the Non-MTP respondents felt the experience was never correlated while 19.4% (N=6) of the MTP participants felt it was seldom correlated. Table 8 presents the Likert scaled results for MTP and Non-MTP respondents.

TABLE 8
Were your internship experiences positively correlated to your interests?

	Always		Often		Sometimes		Seldom		Never	
	%	f	%	f	%	f	%	f	%	f
MTP	32.3	10	35.5	11	12.9	4	19.4	6	0.0	0
Non-MTP	25.0	8	46.9	15	25.0	8	0.0	0	3.1	1

Nature of Most Internship Activities. When describing the nature of most of their internship activities, 51.6% (N=16) of the MTP stated evaluation while 43.8% (N=14) of the Non-MTP respondents indicated development activities. Other respondents stated their internships were comprised of research and diffusion, development and evaluation, or administrative activities. The results in Table 9 present the nature of most internship activities.

TABLE 9
How would you describe the nature of most of your internship activities?

Nature of Activities	MTP		Non-MTP	
	%	f	%	f
Research	6.5	2	18.8	6
Development	16.1	5	43.8	14
Diffusion	3.2	1	9.4	3
Evaluation	51.6	16	15.6	5
Other	19.3	6	12.9	4

Relation of Present Employment Activities to Nature of Most Internship Activities. The respondents were asked to compare the percentage of their present employment activities to the nature of most of their internship activities. The results indicated that 35.5% (N=11) of the MTP and 40.6% (N=13) of the Non-MTP respondents have not yet been employed outside their internship positions. Of those who have, 45.2% (N=14) of the MTP and 37.5% (N=12) of the Non-MTP respondents relate at least 50% of their present employment activities to the nature of most of their internship activities. The results in Table 10 present this breakdown.

TABLE 10
What percentage of your work since internship involvement has been primarily related to the nature of most of your internship activities?

Percentage	MTP		Non-MTP	
	%	f	%	f
0	9.7	3	0.0	0
1-25	9.7	3	12.5	4
26-49	0.0	0	9.4	3
50	6.5	2	3.1	1
51-74	9.7	3	3.1	1
75-99	19.4	6	12.5	4
100	9.7	3	18.8	6
Not Yet Employed	35.5	11	40.6	13

Amount of Time Spent Working on Internship Tasks/Activities.

The amount of time respondents worked on specific internship tasks and activities as opposed to irrelevant activities is tabulated in Table 11. The results indicate that 32.3% (N=10) of the MTP and 40.6% (N=13) of the Non-MTP respondents spent 100% of their time working on internship tasks and activities. Computation of a cumulative percentage reveals that 80.6% (N=25) of the MTP and 84.4% (N=27) of the Non-MTP participants spent at least 50% of their time working on internship tasks. Six and one half percent (N=2) of the MTP and 9.4% (N=3) of the Non-MTP respondents spent less than 50% of their time working on internship tasks and activities.

TABLE 11
What percentage of your on-the-job time (during internships) did you spend working on specific internship tasks/activities?

Percentage	MTP		Non-MTP	
	%	f	%	f
0	0.0	0	0.0	0
1-25	6.5	2	6.3	2
26-49	0.0	0	3.1	1
50-59	9.7	3	12.5	4
60-79	12.9	4	12.5	4
80-89	12.9	4	3.1	1
90-99	12.9	4	15.6	5
100	32.3	10	40.6	13

Extent of Exploitation During Internships. Table 12 reveals that 50% (N=16) of the Non-MTP respondents indicated they were seldom or never exploited during internships while 71% (N=22) of the MTP respondents stated they were seldom or never exploited. The three respondents who indicated they felt consistently or often exploited supplied three different explanations: 1) clerical nature of duties assigned, 2) lack of supervision, and 3) personal reasons.

TABLE 12
To what extent were you exploited during internships?

	Consistently		Often		Sometimes		Seldom		Never	
	%	f	%	f	%	f	%	f	%	f
MTP	0.0	0	6.5	2	19.4	6	22.6	7	48.4	15
Non-MTP	3.1	1	0.0	0	34.4	11	25.0	8	25.0	8

Supervisor Explanation of Duties. The results in Table 13 indicate that generally, internship supervisors provided sufficient explanation of duties to MTP and Non-MTP interns.

TABLE 13
In general, did your internship supervisors provide you with sufficient explanation of your duties?

	Always		Often		Sometimes		Seldom		Never	
	%	f	%	f	%	f	%	f	%	f
MTP	45.2	14	32.3	10	6.5	2	12.9	4	0.0	0
Non-MTP	37.5	12	37.5	12	21.9	7	3.1	1	0.0	0

Supervisor Availability. As displayed in Table 14, the interns from both populations agreed that their supervisors were generally available when needed. Only 12.9% (N=4) of the MTP respondents and 3.1% (N=1) of the Non-MTP interns indicated that their supervisors were seldom available while no interns (0%) from either population stated that their supervisors were never available.

TABLE 14
Were your direct internship supervisors generally available when you needed them?

	Always		Often		Sometimes		Seldom		Never	
	%	f	%	f	%	f	%	f	%	f
MTP	45.2	14	32.3	10	6.5	2	12.9	4	0.0	0
Non-MTP	37.5	12	37.5	12	21.9	7	3.1	1	0.0	0

Freedom to Discuss Internship Problems with Supervisor. The majority of interns from both populations also usually felt free to discuss internship related problems with their direct internship supervisor. As indicated in Table 15, seventy-seven percent (77.4%, N=24) of the MTP and 75.1% (N=24) of the Non-MTP respondents indicated they usually felt free to discuss internship related problems with their supervisor. Fifty-four point eight percent (N=17) of those in the MTP population and 43.8% (N=14) of those in the Non-MTP population stated they always felt able to discuss problems.

TABLE 15
Did you usually feel free to discuss internship related problems with your direct internship supervisors?

	Always		Often		Sometimes		Seldom		Never	
	%	f	%	f	%	f	%	f	%	f
MTP	54.8	17	22.6	7	9.7	3	9.7	3	0.0	0
Non-MTP	43.8	14	31.3	10	18.8	6	6.3	2	0.0	0

Benefit of Internship Work to Supervisors. In an attempt to evaluate their utility as interns, 96.8% (N=30) of the MTP and 87.5% (N=28) of the Non-MTP respondents indicated that their work was usually of benefit to their internship supervisor. Of these respondents, (See Table 16), 41.9% (N=13) of the MTP and 37.5% (N=12) of the Non-MTP interns indicated that their work was always of benefit to their supervisors.

TABLE 16
Was the work performed during internships of benefit to your internship supervisors?

	Always		Often		Sometimes		Seldom		Never	
	%	f	%	f	%	f	%	f	%	f
MTP	0.0	0	12.9	4	51.6	16	29.0	9	0.0	0
Non-MTP	0.0	0	9.4	3	21.9	7	43.8	14	12.5	4

Duplication of Course-Content Areas Between and Among Internship Experiences. The data presented in Table 17 reveals that course content areas tended to be duplicated within and/or between internships more frequently for MTP interns than Non-MTP interns such that expertise was not expanded. Fifty-six percent (56.3%, N=18) of the Non-MTP population indicated duplication seldom or never occurred as compared to 29.0% (N=9) of the MTP interns.

TABLE 17
Were course content areas duplicated within and/or between internships such that your expertise was not expanded?

	Always		Often		Sometimes		Seldom		Never	
	%	f	%	f	%	f	%	f	%	f
MTP	0.0	0	12.9	4	51.6	16	29.0	9	0.0	0
Non-MTP	0.0	0	9.4	3	21.9	7	43.8	14	12.5	4

Practical Knowledge/Skills Gained. The respondents from both populations felt that the internship experience will be useful in relation to their career goals. Results presented in Table 18 reveal that 96.8% (N=30) of the MTP interns and 90.6% (N=29) of

the Non-MTP interns stated that they gained practical knowledge and skills that will be useful in relation to their career goals.

TABLE 18
Did you gain practical knowledge/skills through internships that will be useful in relation to career goals?

	Yes		No		Don't Know Yet	
	%	f	%	f	%	f
MTP	96.8	30	3.2	1	0.0	0
Non-MTP	90.6	29	0.0	0	9.4	3

Benefit of Internship With Respect to Total Program of Study.

At the time of the survey, 54.8% (N=17) of the MTP interns and 43.8% (N=14) of the Non-MTP participants stated that they considered their internship experience as being the most personally beneficial aspect of their program of study. On the other hand, 29% (N=9) of the MTP respondents and 37.5% (N=12) of the Non-MTP participants indicated that the internship experience was not the most beneficial aspect of their program of study. These results are presented in Table 19.

TABLE 19
Do you view your internship experiences as being the most personally beneficial aspect of your program of study?

	Yes		No		Don't Know Yet	
	%	f	%	f	%	f
MTP	54.8	17	29.0	9	16.1	5
Non-MTP	43.8	14	37.5	12	12.5	4

Frequency of Occurrence and Perceived Value of Specific Internship Activities. A matrix including twenty-four internship activities was presented to the respondents to determine perceived value of each activity and the frequency (Often, Sometimes, Seldom, Never) with which they engaged in each.

The following tables show a ranking of activities in descending order according to value for MTP (Table 20) and Non-MTP (Table 21) responses. Percentages of respondents who perceived each activity to be valuable, are also displayed by group. Activities that were most frequently perceived to be valuable by MTP interns (71%, N=22) were: writing reports, interpreting data, constructing instruments, designing a study, and conducting a study. The activities that were most frequently perceived to be valuable by Non-MTP interns were: problem conceptualizing (81.3%, N=26), designing a study (78.1%, N=25), assisting in administrative duties (75.0%, N=24), proposal writing (71.9%, N=23), and gathering data for thesis or dissertation (71.9%, N=23).

Percentages of MTP (Table 20) and Non-MTP (Table 21) respondents who participated in each activity frequently, ie. often or sometimes, are also displayed.

Results shown in Table 20 indicate that the three activities perceived to be valuable by the highest percentage of MTP interns were also the activities in which the highest percentages of MTP interns participated most frequently. These activities were: report writing, completed frequently by 87.5% (N=27); data interpretation, completed frequently by 71.0% (N=22); and instrument construction, completed frequently by 71.0% (N=22).

TABLE 20
Value Ordered Activities and Frequency
With Which They Occurred By Percentage of MTP Group

Rank According To Value	Percent of MTP Who Felt Activity To Be Valuable	Percent of MTP Who Participated In Activity Often or Sometimes	Activity
1	71.0	87.5	Wrote reports
	71.0	71.0	Interpreted data
	71.0	71.0	Constructed instruments
	71.0	58.1	Designed a study
	71.0	54.8	Conducted a study
2	67.8	51.2	Wrote a proposal
	67.8	42.0	Conducted a pilot, developmental or field test
3	64.6	64.6	Interviewed or observed subjects
4	58.2	9.7	Wrote articles
	58.2	29.1	Designed statistical analysis
5	58.1	64.5	Conceptualized a problem
6	54.9	25.9	Worked with computer programs
7	51.6	45.2	Assisted in administrative duties
8	48.5	61.4	Administered or scored instruments
9	48.3	25.9	Participated in internship seminars at O.S.U.
10	41.9	19.3	Produced curriculum materials
11	38.7	25.8	Assisted in teaching course
	38.7	16.1	Gathered data for thesis or dissertation
12	35.5	42.1	Reviewed/abstracted literature
	35.5	58.0	Made tables, graphs, or charts
	35.5	16.1	Participated in consortium agency seminars
13	22.6	22.6	Received O.S.U. credit through non O.S.U. agency
14	3.2	38.7	Did collating, duplicating, tallying
15	0.0	22.6	Did typing, filing, answering phones

TABLE 21
Value Ordered Activities And Frequency
With Which They Occurred By Percentage of Non MTP Group

Rank According To Value	Percent of Non-MTP Who Felt Activity To Be Valuable	Percent of Non-MTP Who Participated In Activity Often or Sometimes	Activity
1	81.3	75.0	Conceptualized a problem
2	78.1	43.8	Designed a study
3	75.0	58.4	Assisted in administrative duties
4	71.9	37.6	Wrote a proposal
	71.9	15.6	Gathered data for thesis or dissertation
5	68.8	31.3	Worked with computer programs
	68.8	50.0	Interviewed or observed subjects
	68.8	46.9	Conducted a study
	68.8	74.9	Wrote reports
6	65.6	40.6	Designed statistical analysis
7	62.6	34.4	Assisted in teaching course
	62.6	43.8	Constructed instruments
	62.6	31.3	Conducted pilot, developmental or field tests
	62.6	9.4	Participated in internship seminars
8	59.5	31.3	Produced curriculum material
	59.5	71.9	Interpreted data
9	56.3	15.7	Wrote articles
10	47.0	56.3	Administered or scored instruments
	47.0	65.6	Reviewed/abstracted literature
11	43.8	56.3	Made tables, graphs, charts
	43.8	3.1	Participated in consortium agency seminars
12	31.2	0.0	Received O.S.U. credit through non O.S.U. agency
13	18.8	40.7	Did collating, duplicating, tallying
14	12.5	44.5	Did typing, filing, answering phones

Examination of results in Table 21 shows the activity perceived to be valuable by the highest percentage of Non-MTP respondents was also the activity in which the highest percentage of Non-MTP's participated most frequently. Further positive relationships between value and occurrence of activities are not as strong. The next three most frequently experienced activities were: report writing, frequently experienced by 74.9% (N=24), perceived valuable by 68.8% (N=22); data interpretation frequently experienced by 71.9% (N=23), perceived valuable by 59.5% (N=19); and reviewing/abstracting literature experienced by 65.6% (N=21), perceived valuable by 47.0% (N=15).

In order to compare and determine whether MTP or Non-MTP interns were completing more activities and tasks during their internship experience that they perceived as being valuable, two pearson-product moment correlations were calculated using the data from Tables 20 and 21. Each activity was paired on the two variables: perceived value and frequency of occurrence. The results presented in Table 22 indicate there is a higher correlation, therefore, a stronger relationship between the variables for MTP interns. The correlation coefficient from the MTP population is .54 while the Non-MTP population's coefficient is .21. The magnitude of these coefficient differences implies that MTP students may have been engaged in more activities they perceived as being valuable than Non-MTP Research Associates.

TABLE 22
Perceived Value of Activity Compared to Frequency
of Occurrence for MTP and Non-MTP Interns

	MTP	Non-MTP
r =	.5437	.2106
1. Mean Value Judgement	49.37	57.85
2. Mean Frequency	42.6	40.72

By comparing the means of the value variable for MTP and Non-MTP populations, it appears that the Non-MTP respondents gave an overall higher value rating to the twenty-four activities. However, the two groups similarly rated the frequency of occurrence for the activities.

The breakdown by population for each of the twenty-four activities is included in Appendix C, showing 1) the percentage of respondents who perceived each activity to be valuable and frequently participated in it (sometimes and often); 2) the percentage of respondents who perceived each activity to be valuable and infrequently participated in it (seldom and never); 3) the percentage of respondents who did not perceive each activity to be valuable but frequently participated in it; and 4) the percentage of respondents who did not perceive each activity to be valuable and infrequently participated in it.

Differences between the populations concerning perceived value and frequency of activity occurrence are most apparent in ten activities. Data interpretation was frequently experienced by 71% of both populations; however, a higher percentage of MTP interns than Non-MTP interns

perceived data interpretation to be valuable. Typing, filing, and answering phones was not perceived to be valuable by either population, but was completed frequently by a higher percentage of Non-MTP interns. Two activities that were perceived more valuable by a higher percentage of Non-MTP than MTP respondents were assisting in teaching courses and gathering information for thesis and dissertation. Three activities that were perceived to be valuable and experienced frequently by a greater percentage of Non-MTP than MTP interns were producing curriculum, assisting in administrative activities, and conceptualizing a problem. Although more MTP interns participated, three activities were perceived to be valuable by a higher percentage of Non-MTP than MTP interns. These activities were participation in internship seminars at O.S.U., participation in consortium agency seminars, and receiving O.S.U. credit through non O.S.U. based agencies.

IV. IDEAL INTERNSHIP

Ideal Range of Alternatives From Which to Choose Internship Position. Questions were asked to determine student ideals concerning internship experiences. All of the respondents in both populations felt an intern should ideally be able to choose a position from more than one alternative. The results in Table 23 show 51.6% (N=16) of the MTP interns and 59.4% (N=19) of the Non-MTP interns opting for an ideal choice range of from 2-5 internship positions.

TABLE 23
What is the ideal range of alternatives
from which one should choose an internship position?

Alternatives	MTP		Non-MTP	
	%	f	%	f
2-5	51.6	16	59.4	19
6-10	32.3	10	15.6	5
11-15	3.2	1	3.1	1
16-20	6.5	2	9.4	3

Ideal Structural Arrangement of Internships. From an intern perspective, respondents were asked to define the ideal structure of internships in terms of variety of internship experiences, amount of time spent per week (part or full time) and tenure per internship. The response stated by the highest percentage of MTP (29.0%, N=9) and Non-MTP interns (34.4%, N=11)--neither of which nears majority agreement--was to have one part-time internship position per quarter throughout the entire program of study. More MTP interns (25.8%, N=8) than Non-MTP interns (3.1%, N=1) felt that many short-term internships (part-time positions ranging from two weeks to a quarter in duration) should be interwoven throughout a student's program of study. Other alternative suggestions were based on combinations of the structured responses, and on the nature of specific types of positions. Table 24 summarizes this breakdown by population.

TABLE 24
If you could have designed your own internship program, how would you have arranged it?

Alternatives	MTP		Non-MTP	
	%	f	%	f
1. Interwoven as many short-term internships as time permitted.	25.8	8	3.1	1
2. Engaged in as many one quarter part-time internships as time permitted.	12.9	4	15.6	5
3. Held one part-time internship position per quarter throughout entire program of study.	29.0	9	34.4	11
4. Held one full-time (40 hr. week) internship for one quarter.	6.5	2	3.1	1
5. Held one full-time internship position in three quarters.	3.2	1	9.4	3
6. Other	19.3	6	31.3	10

Onset of Internship In Relation to Coursework. In relation to coursework, the majority (50.0%, N=16) of the Non-MTP interns felt that internship experiences should begin concurrently with the onset of coursework. However, MTP intern responses were more diversified. Their three most frequent responses concerning when internships should begin were: 1) concurrently with the onset of coursework (32.3%, N=10); 2) after completion of one quarter of coursework (35.5%, N=11); and 3) after completion of three quarters of coursework (22.6%, N=7). Table 25 presents the breakdown of responses for both populations.

TABLE 25
In relation to coursework, when should internship experiences begin?

Alternatives	MTP		Non-MTP	
	%	f	%	f
1. Concurrently with onset of coursework.	32.3	10	50.0	16
2. After completion of one quarter of coursework.	35.5	11	18.8	6
3. After completion of 3 quarters of coursework.	22.6	7	12.5	4
4. After completion of all coursework.	3.2	1	3.1	1
5. Other	6.4	2	15.7	5

Ideal Location for Internship(s). In addition, respondents were asked to define the ideal location for internships. The alternative receiving the most responses from both MTP (41.9%, N=13) and Non-MTP (46.9%, N=15) was to have an equal amount of internship alternatives on and off campus. The results presented in Table 26 show the complete breakdown.

TABLE 26
Ideally, where should internships be located?

Alternatives	MTP		Non-MTP	
	%	f	%	f
1. On campus only.	0.0	0	6.3	2
2. Mainly on campus with several off campus.	25.8	8	31.3	10
3. Equally on and off campus.	41.9	13	46.9	13
4. Mainly off campus with several on campus.	29.0	9	6.3	2
5. Off campus only.	0.0	0	0.0	0

Internship Mandate. In order to further probe the intern-perceived value of this learning mode, students were asked if they felt at least one internship was necessary for each Educational Development student. Overall response was affirmative with more Non-MTP students (93.8%, N=30) than MTP students (80.6%, N=25) willing to back this recommendation. Table 27 summarizes this finding.

TABLE 27
Do you feel that at least one internship is necessary for each Educational Development student?

	Yes		No		No Response	
	%	f	%	f	%	f
MTP	80.6	25	9.7	3	9.7	3
Non-MTP	93.8	30	6.3	2	0.0	0

MAJOR FINDINGS AND IMPLICATIONS

The major findings and implications are listed under the major headings of 1) Preparation of Internship(s), 2) Choice of Internship(s), 3) Nature of Internship(s), and 4) Ideal Internship(s).

Preparation for Internship(s)

1. Coursework completed prior to internship experience improved the competence of interns.

2. For some students, additional coursework completed prior to the internship experience would have increased their productivity.

Choice of Internship(s)

1. The means of choosing internships differed for MTP and non-MTP interns. A larger percentage of MTP than non-MTP interns were assigned internship positions while a larger percentage of non-MTP interns found their internship positions independently of the Educational Development Program.

2. Generally, adequate information from which to choose an internship position was not available for the majority of interns.

3. The majority of both MTP and non-MTP interns had only one alternative from which to choose an internship position.

Nature of Internship(s)

1. The majority of MTP and non-MTP interns felt their internship experiences were positively correlated to their interests.

2. The nature of most internship activities differed for MTP and non-MTP interns. A larger percentage of MTP than non-MTP interns participated in evaluation activities while non-MTP interns were mostly involved in developmental activities.

3. Few interns were exploited during internship experiences.

4. Supervisors usually provided sufficient explanation of duties and were available when needed.

5. MTP and non-MTP interns usually felt they were able to discuss internship related problems with their direct supervisors.

6. The majority of interns from both populations felt the work they completed was of benefit to their supervisors.

7. The overwhelming majority of MTP and non-MTP interns felt they gained practical knowledge from their internship that will be useful in relation to their career goals.

8. The overall majority of the interns (58% of the MTP and 44% of the non-MTP) considered the internship experience to be the most beneficial aspect of their program of study.

9. MTP interns may have been engaged in more activities that they perceived as being valuable than non-MTP interns.

Ideal Internship(s)

1. There should be more than one alternative from which to choose an internship position.

2. No specific structural arrangement in terms of variety of internship experiences, amount of time spent, or tenure was agreed upon by the majority of interns. However, most interns felt that one part-time internship position per quarter throughout their entire program of study was ideal.

3. Differences were found between groups regarding when internship experiences should begin in relation to coursework. The majority of non-MTP interns felt internships should commence concurrently with the onset of coursework while MTP interns were more diversified in opinion.

4. Internships should be located equally on and off campus.

5. The majority of interns felt at least one internship experience should be required of each Educational Development student.

CONCLUSION

In conclusion, OSU intern-input concerning what did and ideally should transpire, when synthesized with recent research-input concerning how internships should take place, enables answers to the question, "How should this Faculty structure, manage, and monitor internships in the future?" to take the form of the following recommendations:

1. Involve each OSU Educational Development student in at least one internship without any rigid work-time or internship-tenure requirements.

2. Contact and secure enough internship locations and supervisors to allow students a choice of from 2-5 on as well as off-campus positons (per quarter if the students so desire).

3. Acquire and disseminate information regarding available internship positions.

4. Monitor internship experiences in such a way that a) intern involvement in activities such as typing, filing, and answering phones can be quickly alleviated, and b) intern involvement in activities that positively correlate to his values and needs is maximized.

ANNOTATED BIBLIOGRAPHY

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Report contents include: 1) a description of Ohio State University (Faculty of Educational Development) undergraduate and graduate programs developed since 1967; 2) evaluation data derived from the first experimental undergraduate group; and 3) implications of the programs.

Corey, John F. A Brief History of Service Learning Internship Programs. North Carolina: State Board of Higher Education, 1972, pp. 1-3.

The North Carolina Internship Office was established in 1969 by the Southern Regional Education Board and the North Carolina Department of Administration. The goal is to provide every N. C. college student the opportunity of a three-month community-based internship experience. The paper focuses on the rationale, history, and nature of state supported service-learning.

Millikan, Nancy. The Development of Professional Personnel Research: Summary. Cooperative Research Project No. S-487-64. New York: Teachers College, Columbia University, 1967, p. 13.

Reported are data, from catalogues of 110 graduate institutions, case studies of selected research organizations, and interviews with 20 people, that were analyzed to examine the institutional and training arrangements that may be related to researcher productivity.

Model Training Project. "Internship Guidelines." Columbus, Ohio: The Ohio State University, 1972, pp. 1-3.

Guidelines included present an attempt to make effective and meaningful the internships of participants in The Ohio State University Model Training Project. Possible internship settings, and suggestions concerning internship duration, amount of University credit, contract components are included.

Ryerson, Norman. Exploratory Study and Planning For a Fourth-Year Paid Internship Teacher Education Program For Both Elementary and Secondary Teachers. McPherson, Kansas: Central College, 1967, pp. 2-3.

A rationale is developed concerning why internship experience must be looked upon as a form of clinical experience which holds promise of being more effective than any other prodedure in developing the high level skills required of teachers.

Worthen, B., Brzezinski, E. An Experimental Study Of Techniques To Improve Response Rates Of Mailed Questionnaires. Boulder, Colorado: Laboratory of Educational Research, University of Colorado, 1972.

An investigation of techniques used to maximize response rates was the purpose of the study. Recommended techniques are based on findings from a sample comprising 4,608 college faculty.

Worthen, B., Roaden, A. Relationships Between Research Productivity and Specific Antecedent Experiences as a Research Assistant. Columbus, Ohio: College of Education, The Ohio State University, 1971, pp. 279-290.

This second part of a two phase study details a wide range of experiences, prequisites and other variables associated with research assistantships that were studied in an effort to ascertain which ones were useful, which ones potentially damaging, and which ones were of no consequence in predicting future research productivity (i.e., average annual publications of research articles, monographs, reports following receipt of highest degree.)

APPENDIX A

INTERNSHIP QUESTIONNAIRE

Identify first year in O.S.U. Faculty of Educational Development for any of these three categories that apply to you:

Undergraduate: ___'67; ___'68; ___'69; ___'70; ___'71; ___'72
Model Training Project Student: ___'70; ___'71; ___'72
Non-MTP Graduate Research Associate: ___'70; ___'71; ___'72

DEFINITION: Internship-learning by working under the personal direction of at least one professional person, for which you received pay and/or credit, i.e. activities other than regular coursework.
Undergraduate Internships-internships held while participating in undergraduate Educational Development Research Program.
Model Training Project Internships-internships held while participating in the Model Training Project.
Non-MTP Graduate R.A. Internships-Graduate R.A. positions held while an Educational Development student.

Please provide the following information concerning each internship:

	Place	Dates (to/from)	Major Work Tasks
1st Internship			
2nd Internship			
3rd Internship			
4th Internship			

IMPORTANT: PLEASE RESPOND TO THE REMAINDER OF THE QUESTIONNAIRE ACCORDING TO YOUR INTERNSHIP EXPERIENCES IN GENERAL.

PLACE A CHECK (OR RESPONSE, WHERE INDICATED) IN ONE OF THE SPACES PROVIDED PER QUESTION:

I. CONCERNING PREPARATION FOR INTERNSHIP(S)

1. Did you complete any coursework prior to your internships that enabled you to perform your internship tasks with heightened competence?
___Yes ___No ___Not applicable

2. Do you know of coursework that, if completed prior to internships, would have potentially heightened your internship productivity?
___Yes ___No
If Yes, please specify areas of coursework: _____

II. CONCERNING CHOICE OF INTERNSHIP(S)

3. How did you choose your internships?
___Advice of professor/advisor/project personnel
___Assigned by professor/advisor/project personnel
___Advice of acquaintance knowledgeable of internships under consideration
___Found independently of Educational Development programs

4. Was enough information available concerning possible internship positions?
___Always ___Often/Usually ___Sometimes ___Seldom ___Never

5. Were internships described in terms of intended intern-outcomes? (such as attainment of certain skills, knowledge to be gained in specific subject matter areas, etc.)
___Always ___Often/Usually ___Sometimes ___Seldom ___Never

6. From what number of internships did you usually choose?
___1
___2-4
___5-7
___8-10

7. Under what conditions would you accept an internship position without pay?
___Under no conditions
___If I might learn or enhance specific skills
___If my services were needed or wanted
___If university credit was offered
___Under most conditions
___Other; please specify: _____

III. CONCERNING NATURE OF INTERNSHIP(S)

8. Were your internship experiences positively correlated to your interests?
___Always ___Often/Usually ___Sometimes ___Seldom ___Never

9. How would you describe the nature of most of your internship activities?
___Research
___Development
___Diffusion
___Evaluation

10. What percentage of your work since internship involvement has been primarily related to the nature of most of your internship activities as you delineated it in the previous question? (please cross out this question if you have not yet held a job) _____

11. What percentage of your on-the-job time (during internships) did you spend working on specific internship tasks/activities? _____

12. To what extent were you exploited during internships?
___Consistently ___Often/Usually ___Sometimes ___Seldom ___Never
If you checked either Consistently, or Often/Usually, please specify how you were exploited:
_____

(over)

13. In general, did your internship supervisors provide you with sufficient explanation of your duties?
__Always __Often/Usually __Sometimes __Seldom __Never

14. Were your direct internship supervisors generally available when you needed them?
__Always __Often/Usually __Sometimes __Seldom __Never

15. Did you usually feel free to discuss internship-related problems with your direct internship supervisors?
__Always __Often/Usually __Sometimes __Seldom __Never

16. Was the work you performed during internships of benefit to your internship supervisors?
__Always __Often/Usually __Sometimes __Seldom __Never

17. Were course content areas duplicated within and/or between internships such that your expertise was not expanded?
__Always __Often/Usually __Sometimes __Seldom __Never

18. Did you gain practical knowledge/skills through internships that will be useful in relation to career goals?
__Yes __No __Don't know yet

19. Do you view your internship experiences as being the most personally beneficial aspect of your program of study?
__Yes __No __Don't know yet

FIRST:
Check frequency of occurrence for each internship activity.

SECOND:
Check only those activities which you feel were valuable, or would have been valuable if they had occurred.

Often	Some-times	Seldom	Never		Was/would have been valuable
				20.----Assisted in administrative duties----20.	
				21.----Designed a study----21.	
				22.----Conducted a study----22.	
				23.----Reviewed/abstracted literature----23.	
				24.----Conceptualized a problem----24.	
				25.----Wrote a proposal----25.	
				26.----Designed statistical analysis----26.	
				27.----Worked with computer programs----27.	
				28.----Interviewed or observed subjects----28.	
				29.----Constructed instruments----29.	
				30.----Administered or scored instruments----30.	
				31.----Interpreted data----31.	
				32.----Assisted in teaching courses----32.	
				33.----Did typing, filing, answering phone----33.	
				34.----Did collating, duplicating, tallying----34.	
				35.----Made tables, graphs, or charts----35.	
				36.----Wrote reports----36.	
				37.----Wrote articles----37.	
				38.----Gathered data for thesis or dissertation----38.	
				39.----Produced curriculum materials----39.	
				40.----Conducted pilot, developmental or field tests----40.	
				41.----Participated in internship seminars at O.S.U.----41.	
				42.----Participated in consortium agency seminars----42.	
				43.----Received O.S.U. credit through non-O.S.U. agency----43.	
				44.----Other; please specify:_____----44.	
				45.----Other; please specify:_____----45.	

IV. CONCERNING IDEAL INTERNSHIP(S)

46. What is the ideal range of alternatives from which one should choose an internship position?
__2-5
__6-10
__11-15
__16-20

47. If you could have designed your own internship program, how would you have arranged it?
__Interwoven as many short-term internships (part-time positions ranging from 2 weeks to a quarter or more in duration) as time permitted
__Engaged in as many one-quarter part-time internships as time permitted
__Held one part-time internship position per quarter throughout entire program of study
__Held one full-time (40 hr. week) internship position for one quarter
__Held one full-time (40 hr. week) internship position for three quarters
__Other; please specify:_____

48. In relation to coursework, when should internship experiences begin?
__Concurrently with onset of coursework
__After completion of one quarter of coursework
__After completion of three quarters of coursework
__After completion of all coursework
__Other; please specify:_____

49. Ideally, where should internships be located?
__On-campus only
__Mainly on-campus with several off-campus
__Equally on and off-campus
__Mainly off-campus with several on campus.
__Off-campus only

50. Do you feel that at least one internship is necessary for each Educational Development student?
__Yes __No

APPENDIX B

THE OHIO STATE UNIVERSITY

April 14, 1973

Dear Robin:

The Ohio State University was funded in 1971 to develop a Model Training Project to train educational evaluators. That project is nearing completion and, in order to fulfill certain commitments, we need your help.

If you would kindly and quickly fill out and return the enclosed questionnaire, we can (1) conclude a government-requested internship evaluation report due June 30, 1973, and (2) generate a revised set of internship guidelines to go into effect summer quarter, 1973, at OSU.

We would like you to respond to the questionnaire even though you might not have been a MTP student; we are contacting all present Educational Development undergraduate students in order to provide a more complete picture of internship experiences.

Your questionnaire has a code number simply for the purpose of checking off incoming returns. All information, of course, will be analyzed and reported in group statistics only. A stamped return envelope is enclosed for your convenience.

Thank you in advance for your cooperation.

Sincerely,

Dr. Robert Bargar
Associate Professor
Faculty of Educational Development

RB:nbf
Enc.

Evaluation Center / College of Education / 1712 Neil Avenue / Columbus, Ohio 43210

APPENDIX C

Breakdown By Activity of Comparison Between Value Variable and Frequency of Occurrence Variable for MTP and Non-MTP Interns

TABLE 28
Assisted in Administrative Activities

	Valuable + Frequent		Valuable + Infrequent		Not Valuable + Frequent		Not Valuable + Infrequent	
	%	f	%	f	%	f	%	f
MTP	35.5	11	16.1	5	9.7	3	32.2	10
NON-MTP	50.0	16	25.0	8	9.4	3	12.6	4

TABLE 29
Design a Study

	Valuable + Frequent		Valuable + Infrequent		Not Valuable + Frequent		Not Valuable + Infrequent	
	%	f	%	f	%	f	%	f
MTP	51.6	16	19.4	6	6.5	2	16.1	5
NON-MTP	40.6	13	37.5	12	3.1	1	12.5	4

TABLE 30
Conducted a Study

	Valuable + Frequent		Valuable + Infrequent		Not Valuable + Frequent		Not Valuable + Infrequent	
	%	f	%	f	%	f	%	f
MTP	51.6	16	19.4	6	3.2	1	16.1	5
NON-MTP	40.6	13	28.2	9	6.3	2	15.6	5

TABLE 31
Reviewed or Abstracted Literature

	Valuable + Frequent		Valuable + Infrequent		Not Valuable + Frequent		Not Valuable + Infrequent	
	%	f	%	f	%	f	%	f
MTP	25.9	8	9.7	3	16.2	5	45.2	14
NON-MTP	40.6	13	12.6	4	25.0	8	18.7	6

TABLE 32
Conceptualized a Problem

	Valuable + Frequent		Valuable + Infrequent		Not Valuable + Frequent		Not Valuable + Infrequent	
	%	f	%	f	%	f	%	f
MTP	51.6	16	6.5	2	12.9	4	22.6	7
NON-MTP	62.5	20	18.7	6	12.5	4	0.0	0

TABLE 33
Wrote a Proposal

	Valuable + Frequent		Valuable + Infrequent		Not Valuable + Frequent		Not Valuable + Infrequent	
	%	f	%	f	%	f	%	f
MTP	22.6	7	45.2	14	28.6	8	16.1	5
NON-MTP	31.3	10	40.6	13	6.3	2	18.7	6

TABLE 34
Designed Statistical Analysis

	Valuable + Frequent		Valuable + Infrequent		Not Valuable + Frequent		Not Valuable + Infrequent	
	%	f	%	f	%	f	%	f
MTP	19.4	4	38.8	12	9.7	3	25.8	8
NON-MTP	40.6	13	25.0	8	0.0	0	31.3	10

TABLE 35
Worked With Computer Programs

	Valuable + Frequent		Valuable + Infrequent		Not Valuable + Frequent		Not Valuable + Infrequent	
	%	f	%	f	%	f	%	f
MTP	19.4	6	35.5	11	6.5	2	32.3	10
NON-MTP	31.3	10	37.6	12	0.0	0	28.2	9

TABLE 36
Interviewed or Observed Subjects

	Valuable + Frequent		Valuable + Infrequent		Not Valuable + Frequent		Not Valuable + Infrequent	
	%	f	%	f	%	f	%	f
MTP	54.9	17	9.7	3	9.7	3	22.6	7
NON-MTP	40.6	13	28.2	9	9.4	3	18.7	6

TABLE 37
Constructed Instruments

	Valuable + Frequent		Valuable + Infrequent		Not Valuable + Frequent		Not Valuable + Infrequent	
	%	f	%	f	%	f	%	f
MTP	58.1	18	12.9	4	12.9	4	9.7	3
NON-MTP	43.8	14	18.8	6	12.5	4	18.8	6

TABLE 38
Administered or Scored Instruments

	Valuable + Frequent		Valuable + Infrequent		Not Valuable + Frequent		Not Valuable + Infrequent	
	%	f	%	f	%	f	%	f
MTP	38.8	12	9.7	3	22.6	7	22.6	7
NON-MTP	37.5	12	9.4	3	15.6	5	34.4	11

TABLE 39
Interpreted Data

	Valuable + Frequent		Valuable + Infrequent		Not Valuable + Frequent		Not Valuable + Infrequent	
	%	f	%	f	%	f	%	f
MTP	61.3	19	9.7	3	9.7	3	16.2	5
NON-MTP	50.0	16	9.4	3	21.9	7	12.6	4

TABLE 40
Assisted in Teaching Courses

	Valuable + Frequent		Valuable + Infrequent		Not Valuable + Frequent		Not Valuable + Infrequent	
	%	f	%	f	%	f	%	f
MTP	12.9	4	25.8	8	12.9	4	45.1	14
NON-MTP	34.4	11	28.2	9	0.0	0	31.2	10

TABLE 41
Typing, Filing, Answering Phones

	Valuable + Frequent		Valuable + Infrequent		Not Valuable + Frequent		Not Valuable + Infrequent	
	%	f	%	f	%	f	%	f
MTP	0	0	0	0	22.6	7	74.2	23
NON-MTP	9.4	3	3.1	1	25.1	8	56.3	18

TABLE 42
Collated, Duplicated, Tallied

	Valuable + Frequent		Valuable + Infrequent		Not Valuable + Frequent		Not Valuable + Infrequent	
	%	f	%	f	%	f	%	f
MTP	3.2	1	0	0	35.5	11	54.9	17
NON-MTP	9.4	3	9.4	3	31.3	10	43.8	14

TABLE 43
Made Tables, Graphs and Charts

	Valuable + Frequent		Valuable + Infrequent		Not Valuable + Frequent		Not Valuable + Infrequent	
	%	f	%	f	%	f	%	f
MTP	29.9	9	6.5	2	29.0	9	32.3	10
NON-MTP	18.8	6	25.0	8	37.5	12	15.7	5

TABLE 44
Wrote Reports

	Valuable + Frequent		Valuable + Infrequent		Not Valuable + Frequent		Not Valuable + Infrequent	
	%	f	%	f	%	f	%	f
MTP	61.3	19	9.7	3	16.2	5	9.7	3
NON-MTP	56.2	18	12.5	4	18.7	6	9.4	3

TABLE 45
Wrote Articles

	Valuable + Frequent		Valuable + Infrequent		Not Valuable + Frequent		Not Valuable + Infrequent	
	%	f	%	f	%	f	%	f
MTP	6.5	2	41.7	13	3.2	1	29.1	9
NON-MTP	9.4	3	56.9	18	6.3	2	31.3	10

TABLE 46
Gathered Data For Thesis or Dissertation

	Valuable + Frequent		Valuable + Infrequent		Not Valuable + Frequent		Not Valuable + Infrequent	
	%	f	%	f	%	f	%	f
MTP	16.1	5	22.6	7	0.0	0	54.9	17
NON-MTP	15.6	5	56.3	18	0.0	0	21.9	7

TABLE 47
Produced Curriculum Materials

	Valuable + Frequent		Valuable + Infrequent		Not Valuable + Frequent		Not Valuable + Infrequent	
	%	f	%	f	%	f	%	f
MTP	19.3	6	22.6	7	0.0	0	51.7	16
NON-MTP	25.9	8	37.5	12	9.4	3	28.1	9

TABLE 48
Conducted Pilot, Developmental or Field Tests

	Valuable + Frequent		Valuable + Infrequent		Not Valuable + Frequent		Not Valuable + Infrequent	
	%	f	%	f	%	f	%	f
MTP	35.5	11	32.3	10	6.5	2	19.4	6
NON-MTP	21.9	7	40.6	13	9.4	3	25.0	8

TABLE 49
Participated in Internship Seminars at O.S.U.

	Valuable + Frequent		Valuable + Infrequent		Not Valuable + Frequent		Not Valuable + Infrequent	
	%	f	%	f	%	f	%	f
MTP	19.4	6	29.0	9	6.5	2	38.8	12
NON-MTP	3.1	1	59.4	19	6.3	2	25.0	8

TABLE 50
Participated in Consortium Agency Seminars

	Valuable + Frequent		Valuable + Infrequent		Not Valuable + Frequent		Not Valuable + Infrequent	
	%	f	%	f	%	f	%	f
MTP	12.9	4	22.6	7	3.2	1	54.8	17
NON-MTP	3.1	1	40.7	13	0.0	0	40.6	13

TABLE 51
Received O.S.U. Credit Through Non-O.S.U. Agency

	Valuable + Frequent		Valuable + Infrequent		Not Valuable + Frequent		Not Valuable + Infrequent	
	%	f	%	f	%	f	%	f
MTP	12.9	4	22.6	7	6.5	2	61.3	19
NON-MTP	0.0	0	31.3	10	0.0	0	62.5	20